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Three for Three

Week 10, Unit 4
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A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES
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If you want to post the pdf in your LMS without the “ideas for slides” page, you can use something like the Chrome extension *Smallpdf* to remove the pages you don’t want to post.

If you have any suggestions as to how I can make the Three for Threes more useful for you and your students, or if you have any questions, please feel free to email me at laura.kmetz@gmail.com.

3.5 Historical Causes of Diffusion

E pluribus unum

Han languages and dialects,
traditional areas of use
2012



Han languages/dialects

Mandarin Jin Xiang Hakka Gan
Cantonese Ping & Tu Min Hui Wu

Source: Language Atlas of China, The Commercial Press

The word for ketchup comes from *ke*, part of the Cantonese word for *tomato*, and *tchup*, the Cantonese word for *sauce*. The original *ke-tchup* was a fermented fish sauce originally made in China. In the 1300-1700s, Chinese traders visited ports throughout Southeast Asia. When English and Dutch traders visited the same ports in the mid 17th century, they acquired a taste for the fish sauce and brought it back to Europe. Over the next 400 years, it evolved to lose the original ingredient, fish, and was replaced with ingredients such as mushrooms and walnuts. Eventually, tomato was added, and finally, after its arrival in what is now the United States, sugar was added.

paraphrased from *The Language of Food: A Linguist Reads the Menu* by Dan Jurafsky

1. Identify the region of China in which Cantonese is traditionally used.
2. Explain a specific type of diffusion mentioned in the excerpt.
3. Explain the role trade played in diffusing fish sauce to the tomato based sauce many Americans and others around the world eat today.

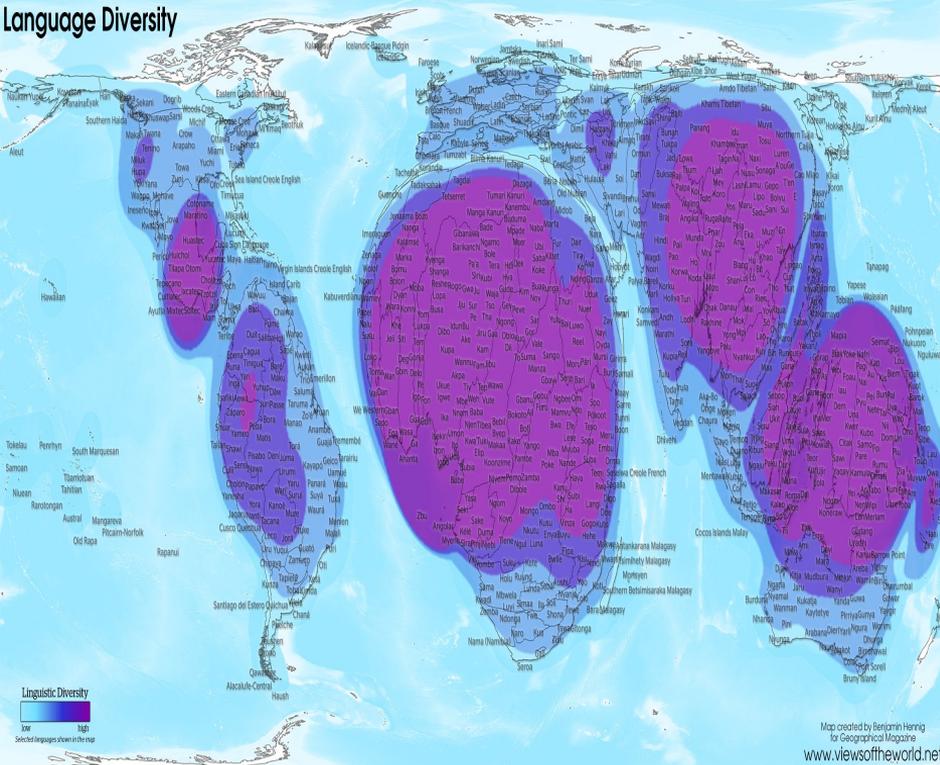
3.6 Contemporary Causes of Diffusion



Describe how globalization has influenced the cultural landscape of Seoul, South Korea.

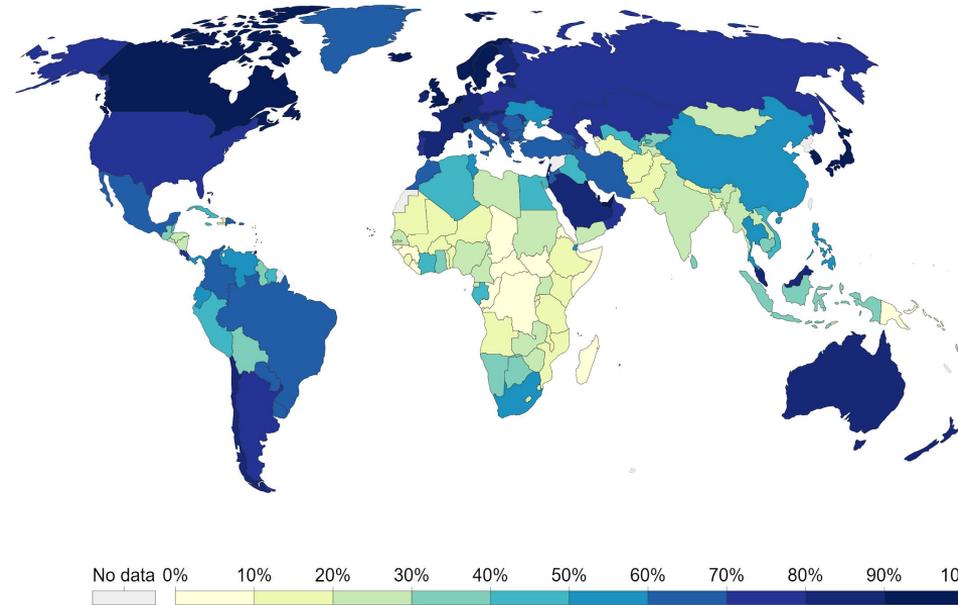
3.6. Contemporary Causes of Diffusion

Language Diversity



Share of the population using the Internet, 2017

All individuals who have used the Internet in the last 3 months are counted as Internet users. The Internet can be used via a computer, mobile phone, personal digital assistant, games machine, digital TV etc.



1. Identify a region of the world having significant linguistic diversity.
2. Explain the degree to which share of the population using the internet affects the number of indigenous languages within a region.

TEACHING NOTES

SLIDE 1: **suggested answers:** 1) SE China; 2) relocation OR stimulus diffusion, depending on how it's explained; 3) (answers should focus on trade between the Chinese & SE Asians and Europeans & SE Asians that resulted in European traders bringing the sauce back to Europe with them and the trade between Americans and parts of the world that consume the sugar filled tomato base sauce we call ketchup)

SLIDE 2: Answers should focus on how media, technological change, politics, economics, and social relationships have caused the globalization in Seoul. They can also see urbanization, another large scale process that influences culture, in the photo. **suggested answers:** media (DVDs) and economics (multinational corporations such as 7-11 and Taco Bell); English is also used, reflecting its role as a lingua franca in international trade and the political relationship between the US and South Korea. As the capital city of Seoul, it hosts embassies from other countries (politics) and is the headquarters for multinational businesses (economics).

SLIDE 3: You can find a great article from the World Economic Forum here:

<https://www.weforum.org/agenda/2018/12/chart-of-the-day-the-internet-has-a-language-diversity-problem/> Another resource is an FRQ in the spring 2020 practice exam in AP Classroom related to the loss of indigenous languages. **suggested answers:** 1) Africa, SE Asia; 2) (answers should reflect students' observation that in regions of the world having less linguistic diversity, more people are using the internet; the globalization caused by the internet, and the prominence of languages such as English on the internet, threatens the existence of indigenous languages as younger generations do not learn them; the FRQ from the practice exam in spring 2020 about threatened languages is great to use in conjunction with this slide)

SOURCES:

slide 1: map from *The Economist*; excerpt paraphrased from book credited on slide

slide 2: Pixabay

slide 3: language diversity map: <http://www.viewsoftheworld.net/wp-content/uploads/2018/11/LanguageDiversity.png>; map of share of pop. using the internet: OurWorldinData.org

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